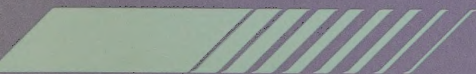


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# Towards Participation

A Sample Citizenship Lesson Plan



Ontario

Ministry of  
Citizenship

Gerry Phillips  
Minister





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# Towards Participation

A Sample Citizenship Lesson Plan



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Ministry of Gerry Phillips  
Citizenship Minister

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## Introduction

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This publication is designed for instructors of English as a Second Language (ESL) and Citizenship who are involved in helping adult learners understand more about our democratic process and how they can participate in that process. It provides a Sample Lesson Plan based on issues and disputes in the news that can be used to develop the attitudes, skills, and knowledge needed by learners for participatory citizenship.

The Sample Lesson Plan is not meant to be used as is. Instead, it provides a process example of how a public issue can be dealt with in the classroom to develop the learners' language skills and to enhance his or her ability to take part in community situations.

Instructors are encouraged to adapt the Sample Lesson Plan to issues of immediate, personal interest to their learners. In doing so, learners will understand that participatory citizenship is not something remote or abstract, and that they have a meaningful role to play in shaping Canadian society.

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### **Choosing Issues from the News**

Choose issues or disputes that include some action on the part of the municipal, provincial or federal governments, or public reaction to government policy. Look for problems or disagreements that are relevant to learners' lives and which may involve them emotionally. This will give learners the incentive to know more about government, public decision-making, and how Canadians participate in a democracy. It will also demonstrate that participation in Canadian society is open to all individuals. The intent is to encourage learners to research, develop and defend their own opinions about an issue, while maintaining respect for other points of view.

Before selecting an issue, it is a good idea for instructors to:

- listen to learners to find out their interests;
- learn about their lives outside the classroom;
- ask learners to bring in newspaper articles or other material that interests them.

It is important not to ignore or minimize issues about sensitive subjects. By dealing with these in the classroom, the ESL and Citizenship instructors can show how issues and disputes are handled in the Canadian democracy, for example, through public meetings, elections and referendums.

It is also important to choose an issue with as many implications as possible. This gives learners the chance to react and to develop opinions for a debate or discussion.

Newspapers are a good source of information on the issues facing society. What's more, they're inexpensive and available province-wide. A headline, a photograph, or even just one paragraph can be used in the class. Student newspapers are also useful.

It's important that learners get used to looking at newspapers. They should be aware that newspapers not only inform the public, but often have a role in forming public opinion.

## Using the Sample Lesson Plan

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As stated previously, the Sample Lesson Plan is not meant to be used as is. Instead, it provides a process example of how an issue in the news can be used as the basis for developing the language and other skills learners need to participate in community situations.

Instructors should adapt the Sample Lesson Plan as required to suit the needs, interests and abilities of their class.

This Sample Lesson Plan was designed for a group of senior citizens in a bilingual, intermediate ESL class. Many of them rely on public transportation to do their shopping, go to the doctor, and visit friends and family.

The issue in the Sample Lesson Plan is pegged to a news article about senior citizens fighting to keep their local bus service. Although this issue concerns the cancellation of a bus route in downtown Toronto, it can easily relate to cutbacks in public services elsewhere.

During the lesson planning, the issue was expanded to reflect how this specific struggle also involved:

- a) how special interest groups can fight to retain services that are publicly funded; and
- b) to what extent the needs of special interest groups should be met by public services.

The news article used in the Sample Lesson Plan originally appeared in the *Toronto Star*. It was then simplified for use in the Ontario Ministry of Citizenship's publication for ESL students, *Newcomer News*, now called *The Ontario Times*.

In some learning approaches, material such as this news article and photograph which provide a means of stimulating discussion, engaging learners' feelings and helping them deal with an issue in a meaningful way, is called a "code." (For more information about codes, see Appendix A.)



---

The Sample Lesson Plan includes a number of individual lessons or activities. The process for each of these usually involves:

- an introduction to relate the lesson to a previous one or to something in the learners' own experience;
- the development of new skills and knowledge to help learners share their personal attitudes and values and to develop ways to deal with challenges to these attitudes and values; and
- a final activity to carry the lesson over to the next class and to give learners something to discuss with each other or with friends and family outside the class.

Each activity begins with a description of the tools or materials required, and the preferred groupings of students.

The **tool** can be a photo, reading material, a vocabulary list generated in a previous activity, or other materials which can provide a basis or structure for the activity.

The **grouping** – individuals, small or large groups, pairs or the whole class – can vary according to the activity. The idea is to help the instructor move from the role of leader to the role of facilitator and resource person.

Each activity also includes outcomes, a time frame and comments.

The **outcomes** provide a guideline of potential objectives for each activity.

The **time frame** is only a suggestion of the amount of time required to complete each activity and may vary depending on the needs and abilities of the learners.

The **comments** provide clarification of certain aspects of the activity. They may also provide background on the purpose or reason for choosing this activity and ideas for some amendments to it.

# Outline of the Sample Lesson Plan

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A newspaper article about senior citizens fighting to keep their bus route is used to demonstrate how issues and disputes are handled in a democratic society.

Learners acquire new language skills and the ability to research and defend their opinions while maintaining respect for other points of views.

The issues addressed include:

- Should public transportation serve the needs of a specific group?
- How can special interest groups fight to retain publicly funded services?

## **Part A: Getting Started**

- Activity A1: Introducing key vocabulary relating to a photo of senior citizens sitting in a bus.
- Activity A2: Relating the learners' experience to the subject under discussion. Learning vocabulary to express opinions.
- Activity A3: Conducting a survey on the use of public transportation. Developing vocabulary to help read the news article.

## **Part B: Exploring the Issue**

- Activity B1: Reading a news article about senior citizens fighting to keep their bus route. Identifying an issue involving conflict.
- Activity B2: Using strip dialogues, cartoons or pictures to retell the senior citizens' story.
- Activity B3: Preparing for a debate on an issue.
- Activity B4: Holding a debate.

## **Part C: Relating the Issue to Personal Experiences**

- Activity C1: Forming opinions/identifying sides in a dispute. Discussing how conflicts are handled in a democracy and how citizens participate in a democracy.
- Activity C2: Learning how to give and refuse invitations to a meeting. Learning the mechanics and vocabulary of meetings.
- Activity C3: Chain role-play practice in extending and refusing invitations. Practising persuasion techniques. Providing an understanding of how people meet to discuss issues.

## Seniors win reprieve for bus route



*The Toronto Star*

A crowd of angry and eloquent seniors convinced the Toronto Transit Commission (TTC) to change its mind.

The TTC was going to cancel a Yonge Street bus because it was losing money. The bus runs from St. Clair Avenue to Front Street.

Many elderly people depend on that bus. They were very upset. A group of residents went to a TTC meeting. They pleaded with the commissioners to keep the service.

They said that many seniors are unable to walk the

distance to subway stations. Others cannot manage stairs. Several speakers said that the TTC should not think only of economic reasons. Many said the bus is a vital link for them and it gives them independence.

One woman asked the commissioners: "Does your mother know what you are doing?"

The commissioners voted unanimously to continue the bus service for another six months. During that time, they will try to get the city or other groups to help pay for the service.





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Getting  
Started

A

# A1

## Introducing key vocabulary

**Tool:** Photo from news item. Handout #1.

**Grouping:** Whole class

**Process:** 1. Give the learners some time to study the photo. Explain that it is taken from a newspaper article. Write the title of the article on the blackboard.

2. Elicit vocabulary from the learners by asking them questions about the photo. Write on the blackboard the key words and phrases the learners reply with.

Start by asking descriptive questions such as:

“What do you see in the photo?”

“What are they doing?”

“Where are they?”

“Do they look happy or sad?”

3. Follow this with inference questions such as:

“Why are they happy?”

“What do you think the news story is about?”

Use the title to help learners predict what the story is about.

4. Introduce the word “win” and write it on the board. Refer learners to the picture showing a man holding up his cane and the woman holding up her hand.

5. Ask learners how do they feel when they win something? How do they celebrate a victory? How are the people in the bus demonstrating their victory? **Note:** Be aware of cultural differences e.g. a V-for-Victory gesture may be offensive to people of another culture.

6. List examples of people winning something e.g. the lottery, sports, elections.

**Outcomes:**

- Acquiring new vocabulary
- Generating interest in the news item
- Identifying the more fluent or more confident speakers in the class
- Introducing concepts of opposition, conflict, fighting for rights and victory.

**Time frame:** 20 minutes



**Comments:** The emphasis is on key vocabulary items. Note that the initial questions are descriptive or factual, followed by questions which require the learners to infer the answers.

With learners whose listening and speaking skills are not well-developed, the following approach to posing questions is very effective:

- Start by asking questions that only require a Yes/No answer – “Are they happy?”
- Repeat the same questions but in the form of an Either/Or question, in which the answer is contained in the question – “Are they happy or sad?”
- Ask the questions again but in a form which requires the learner to provide the answer – “How do they feel?”

Each step of this process provides the learner with the necessary practice and reinforcement to ensure success and build confidence.

The basic vocabulary gained by the learners will grow during the next activity and this will help them to read the news article later on.

This activity helps learners develop predicting skills which are important in the reading process. It also establishes a general context for the news article, thereby making it easier to read.

# A2

## Relating key vocabulary to personal experience

**Tool:** List of words generated in Activity A1. Discussion by learners about their own experiences with public transportation.

**Grouping:** Whole class

**Process:** 1. Ask learners:

- What public transportation they use
- When they use it
- Where they go

2. Read vocabulary list from Activity A1.

3. Have learners add any other words relating to public transportation or senior citizens e.g. senior citizen, bus, transfer, service, bus stop, bus route, TTC (use the name of your local municipal bus service).

Learners might also suggest words such as streetcar, train, airplane or words to describe where they go, such as shopping, visiting family or friends.

4. Have learners describe their own experiences with public transportation. Add to the list, words like depend on, late, or on time.

5. Have learners help you make a list of the advantages and disadvantages of using public transportation. Use the key vocabulary words already identified. For example:

*I like...*

*I don't like...*

I like to take the bus to school.

I don't like to wait for the bus in the rain

**Outcomes:**

- Developing vocabulary to help read the news article
- Learning the vocabulary needed to express opinions
- Relating personal experiences to the topic which will help predict the content of the news article.

**Time frame:** 20 minutes

**Comments:** The learner develops specific vocabulary by identifying and relating personal experiences with public transportation. This vocabulary falls into several categories which can be put on the board.

Here are some examples:

- People (Who uses public transportation?)
  - Routes (Where do buses go? Where do they stop along the way?)
- Identify street names and sections of town.
- Destinations (People use public transportation to go shopping, visit family and friends, come to school, go to a doctor or dentist and so on.)
  - Types of public transit (buses, streetcars, trains).
  - Problems (reliability, cost, accessibility).

The words which are suggested will be treated as “sight words” for reading the news item. This means that the learners won’t be asked to produce these words (as for writing, oral reading or in drills), but they will be able to recognize them when they occur in the news item.

Some words are useful for the learners’ oral vocabulary, but may not usually have to be read or written. When you assess your learners’ needs, look at the problem of distinguishing what vocabulary they merely have to recognize as “sight words”, what vocabulary they need to recognize in conversation or use for discussion, and what words they need to know well enough to write down on their own.

At the end of Activity A2, learners are encouraged to express opinions about the bus system (or public transportation in general). List their opinions and likes and dislikes on the board. These can form the basis for a debate on public transportation later in the lesson (Activities B3, B4). The lists can be typed up to photocopy later and handed back to learners in the second section of the lesson. If chart paper is used for the lists, make sure to hang it in a convenient place for learners to use as a reference.

One of the outcomes of this activity is recognizing key vocabulary that will be found in the news item. Also, the activity further develops learners’ predicting skills. (See Appendix A for further information.)

Their skills at predicting helps build confidence and they learn to predict by using their own knowledge of the world, as well as from the new words or ideas they encounter in class.



# A3

## Survey of transportation use by learners

**Tool:** Use a map of your municipality or sketch a simple map (with main cross streets) on the board or chart paper.

**Grouping:** Whole class and small groups

- Process:**
1. Ask learners what public transportation is available in their area. List on board.
  2. Help the class create a simple questionnaire to find out what type of public or private transportation is used by learners.
  3. Compile the results of the survey and write them on the blackboard.
  4. Ask learners who take public transportation to write the names of their most travelled routes on the board and show them on the map. Then, divide learners into smaller groups by the routes that they use. Have each group discuss:
    - How they would get around if their route were cancelled
    - How they would feel about the cancellation
    - Problems with their route
    - Why the service is important to them

Learners with cars can discuss together how they would get around without them.

5. Ask each group about their discussions. Help them express themselves with model sentences such as – “This bus route is important to me because....”
6. Introduce the reasons given in the news item for keeping the bus route, such as “don’t drive”, “want to be independent”, “can’t manage stairs”.
7. Provide sentences to help learners express their feelings (as related to the news item) – “I’m angry that I have to take the subway because I can’t manage the stairs,” or “I’m happy that the bus takes me close to the school.”

- Outcomes:**
- Learning to give reasons to back up opinions
  - Identifying an issue
  - Recognizing the importance of public transit for people, including colleagues
  - Identifying transit routes, reading maps
  - Learning how to ask questions

**Time frame:** 60 minutes

**Comments:** The aim of any lesson is to put the adults in charge of their own learning as quickly as possible. Using a learner survey helps this process. Surveys are also an excellent way of getting learners out of their chairs and talking to each other. They learn how to record information as well. (For more information on Surveys, see Appendix A.)

First, learners are given time to look at their own situation – in this case, what bus routes they use or would use if they didn't have a car. If possible, use maps of your own municipality. These may be available through your local community information centre, library or bus service.

Learners are encouraged to circulate around the room and to find other learners who use (or would use) the same route as themselves. Practice language for this: "What routes do you use...to get to school? ...to get to work? ...to get to...?" Get list of options from the class.

Instructors should check to see how transit routes are described in the community: by street name, by route number, by the colour of the bus, or by some other method.

Form small groups of learners who use the same route. Learners who use cars can join groups closest to the routes they normally take. They can then discuss what they would do if this route were cancelled. The answers to this may vary, from using another route or means of transportation to not travelling at all.

Record each group's ideas on a chart. This way, learners can see the range of alternatives for solving a problem, as well as the reasons for them. The instructor can help learners link their conclusions about changes in the bus routes to their feelings about what the changes will mean to them.

In this activity, try to incorporate the following:

- a **statement** of how a change or cancellation of the bus route will affect them ("The new bus route will not take me close to school.")
- a **feeling** about this change ("I feel angry/sad/pleased about it.")
- an **opinion** about the change ("I like/don't like it.")
- a **reason** to support the opinion ("I feel angry about the change in the bus route and I don't like the new route because now I will have to walk farther to get to my English class.")

[illegible]



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Exploring  
the  
Issue

**B**

# B1

## Reading together

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**Tool:** News article, “Seniors win reprieve for bus route.” Handout #2.

**Grouping:** Whole class

- Process:**
1. Hand out copies of the news article and give learners time to look it over.
  2. Learners skim the article and underline words they recognize from the earlier activities.
  3. Learners read the article silently. Tell them to read for general meaning and not be overly concerned with understanding each word. To encourage reading for general meaning, write a few questions such as the following on the blackboard:
    - Why were the seniors angry?
    - What is the story about?
    - Who did the seniors complain to?
    - What happened after they complained?
  4. Discuss the answers to the questions.
  5. Encourage learners to ask about vocabulary they don't understand. Help them get the meaning of words from the context. Ask learners who know the answers to also help.
  6. Learners read the article a second time. Afterwards, check comprehension by asking questions:
    - Who is the story about?
    - What did the people in the story do?
    - Why did they do it?
    - How did they do it?
    - Where did they do it?
  7. Check if learners understand: Who won? Who lost? What the conflict was about?
  8. Identify the players: the senior citizens who wanted to continue the route versus the TTC commissioners who wanted to stop it.
  9. Discuss the meeting: Why did these people go to a meeting? Who else was there? What happened? What was the result? Ask about other types of meetings and list answers.
  10. Have learners tell the story to a partner, using their own words.

- Outcomes:**
- Comprehending the story produces positive feelings about reading
  - Identifying an issue involving conflict
  - Learning about different points of view
  - Recognizing how groups can produce change

**Time frame:** 60 minutes

**Comments:** Notice that throughout the lesson plan, learners are not asked to perform individually or be put in a testing situation. Rather, they have discussed their ideas in groups and have had private time to look over the material.

In this particular activity, questions are directed to the class as a whole rather than to individual learners.

When checking to see if the learners understand the story, be sure they are not merely repeating verbatim what is written in the news article. Encourage them to use their own words. (For more on teaching reading, see Appendix B.)

Comprehension should relate not only to the action in the story (what happened) but to the involvement of people and their interests, and to the outcome of the differences when these interests are in conflict.

The last part of this activity deals with the concept of a “meeting”. It will help learners grasp this concept if they understand that every class session is a type of meeting. Ask learners to provide other examples of meetings, for example, church or ethnic meetings. (Keep this list for use in Activity C2.) In the case of the news article, the senior citizens’ attendance at the meeting of the TTC commissioners was for the purpose of resolving a problem.

# B2a

## Telling the story through strips of dialogue

(Alternative to B2b)

**Tool:** A dialogue that relates to the action in the news story. Dialogue is in screen play format, with locations described. Handout #3.

**Grouping:** Small groups

**Process:** 1. Cut the dialogue into strips and give one set to each group. Handout #3.

2. Have the learners piece together the dialogue. Give them gambits for discussing choices, e.g. "I think this should come first.", "I think this piece fits here.", "I agree/disagree with you.", "It's O.K. by me.", "It's fine by me."

3. Compare their dialogue with the original.

4. Role-play: learners act out the dialogue.

5. Discuss different ways of saying the same thing, e.g. all in favour/all those who agree.

**Outcomes:**

- Conversation practice during sequencing of the dialogue
- Checking comprehension of the story

**Time frame:** 45 minutes



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**Comments:** The sequencing of the dialogue helps the learners recall the action in the news item. It also provides them with the opportunity to converse with other learners, to elicit expressions of agreement and disagreement, and to make choices. Learners will feel more confident if they are familiar with structures such as:

- Which should come first, this or this...
- I think this should come first...
- I prefer this one to come first...
  
- I think this one comes after that...
- What do you think?
- I agree/disagree with you...
  
- It's okay/fine by me.

The inclusion of “scenes” in the dialogue gives the learners some clues to help them predict what the sequence should be.

The role-play, using the scripted dialogue, gives the learners the confidence to later act out the sequence, using their own words. It is important to discuss the many ways of saying the same thing and to stress that there is no right or wrong way. Encourage learners to improvise.

# B2b

## Telling the story through cartoons

(Alternative to B2a)

**Tool:** Cartoon strip with blank speech bubbles – Handout #4 or create your own strip with stick drawings. Handout #5.

**Grouping:** Small groups

- Process:**
1. Cut cartoon strip with blank speech bubbles into separate cartoons. Give one set to each group.
  2. Explain that the cartoons illustrate the action/story in the news article.
  3. Ask learners to put the cartoons in the correct sequence.
  4. Give them helping gambits for group discussion – “I think that this picture should come first because...”
  5. Ask the groups to report to the class on the sequence they have chosen.
  6. Ask each group to describe what is happening in the pictures. For example, one might say: “The people are talking about what is happening at the bus stop.”
  7. Ask the groups to provide their own dialogue. Emphasize that there are many ways of saying the same thing. All of these can be correct.
  8. Compare their dialogue with the original (Handout #5).

- Outcomes:**
- Conversation practice during the performance of a group task
  - Introducing the concepts of reported (narrative, descriptive) speech and dialogue (direct speech)
  - Checking comprehension of the story
  - Enlarging on potential dialogue in the story

**Time frame:** 45 minutes

**Comments:** The sequencing of the cartoon is used to help the learners recall the action in the news item and to describe it in their own words. “Cartoon” is used here in a very loose sense. The instructor may use pictures or stick figures.

If stick figures are used, make them large enough for the class to see. Use positions of the hands, and smiles or frowns, to illustrate action and feelings. Enlist the help of learners in drawing the figures and deciding how to represent the different elements – for example, the senior citizens in the news item with canes or glasses; the TTC commissioners with papers.

The point of the activity is to generate conversation among learners, to elicit expressions of agreement and disagreement, and to make choices. Learners will feel more confident if they are familiar with structures such as:

- Which should come first, this or this...
- I think this should come first...
- I prefer this one to come first...
- I think this one comes after that...
- What do you think?
- I agree/disagree with you...
- It's okay/fine by me.

Remember to tell the groups that they will have to share their conclusions, supported by the reasons for their choice of sequence, with the rest of the class.

Learners now are moving from the reported or narrative speech in the news item to direct speech. This distinction is important for dealing with issues. In other words, learners should be able to discriminate between what a person has said (direct speech) and what someone else states or claims has been said (reported). This helps to define the source of the information. This skill is also essential if learners want to participate fully as citizens – they must know how to weigh the difference between fact and opinion when listening to arguments for and against a solution to a particular problem. This skill is also necessary when listening to the various candidates for public office at election time.

# B3

## Preparing for a debate

---

**Tool:** News Item. Handout #2.

**Grouping:** Class divided into 2 groups

- Process:**
1. Have one group summarize the points of view represented by the senior citizens in the news item and add any arguments that might convince the commissioners to keep the route.
  2. Have the other group list the views of the commissioners about stopping the bus route and add any statements that might help the commissioners' case.
  3. Have learners look for reasons to support their particular group's view. Example: "I think that the seniors want to keep the bus route because they don't want to walk up and down the stairs to use the subway."
  4. Each group selects three people to represent them in a class debate. Encourage the rest to act as coaches and to suggest reasons to support their group's view. Rehearse.
  5. Instead of a class debate, you may wish to have several concurrent debates in small groups. This will allow all the learners to participate.
  6. Explain the rules of debate to the class:
    - one person speaks at a time
    - no one may interrupt a speaker
    - each side can only speak for five minutes
    - the seniors speak first (5 minutes)
    - the commissioners respond (5 minutes)
    - after each side makes its formal argument, any of the debaters may reply to what has been said. Limit – one minute per speaker.
  7. Ask for a volunteer to act as timekeeper. Suggest phrases for him or her to use, such as: "Excuse me, your time is up."

- Outcomes:**
- Using reason to support opinion
  - Respecting other people's opinions
  - Being willing to express a point of view
  - Taking individual responsibility for volunteering for a role in a class project.

**Time frame:** 20 minutes



---

**Comments:** This activity outlines the preparation needed for a class debate.

The preparation includes:

- identifying the different participants in the debate
- identifying the different interests or points of view to be represented by the participants
- identifying and practising the language needed for expressing these interests
- eliciting the reasons for the various points of view and practising expressing those reasons.

The two groups of learners can now rehearse the debate. By the time the “real” debate happens, the learners will have discussed the points to be made several times, in both small and large groups.

Be sure learners have their handouts and any photocopied papers or charts from previous activities. This will help them to prepare for the debate.

# B4

## Holding a debate

---

**Tool:** Statements and reasons prepared in previous activity.

**Grouping:** Whole class, then six debaters in front of the rest of the class, then whole class.

**Process:** 1. Review the language used in discussion or debate practice such as “I agree...,” “I disagree...”, “...because...” (with reasons to support statement), “In my opinion....”

2. Explain that they will be able to vote on the issue after the debate. They should listen to the debate carefully as this will help them decide how they will vote.

3. Debaters can use their notes from the small group discussions.

4. Arrange the debaters in front of the room. The seniors speak first. (In the story, it was the seniors who challenged a decision made by the TTC.)

5. State a specific time for the end of the debate, perhaps 15 minutes. Ask the timekeeper to announce when the debate is to begin, and when each speaker’s time is up.

6. At the end of the debate, ask the class by a show of hands, how they would vote on the issue: Should the bus route be continued? Should it be terminated?

7. Seek out comments on the arguments made and how they were supported. For example, “Did any of the arguments change your mind?”

**Outcomes:**

- Recognizing different views on issues
- Expressing opinions, persuading, giving reasons to support opinions
- Experiencing debating rules, taking turns
- Organizing thoughts to support opinions

**Time frame:** 45 minutes

**Comments:** A debate is a formal presentation of arguments on both sides of a question by speakers before an audience. The idea is to convince the audience to vote or decide one way or another about a particular subject. The listener's job is to figure out which side's views are closest to his or her personal interests or which argument is convincing enough to bring about a change of mind.

At the end of the debate, ask the learners if any of the arguments presented changed the way they thought about the subject.

The question of the difference between a debate, a discussion, and an argument may come up. Review the rules of the debate and point out that by giving each debater a turn to speak and the time to express his or her opinions, we are expressing respect for the debater. In discussions or arguments, there are no set rules and one side might dominate the other. When this happens, all sides of the question may not have a chance to be heard.

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Relating  
the Issue to  
Personal  
Experience

C

# C1

## Differences of opinion

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**Tool:** Class discussion

**Grouping:** Whole class

- Process:**
1. Ask the class what would have happened if the senior citizens had not taken their opinions to the TTC.
  2. Ask the class how they could get the government to listen to their opinions. Who would they speak to in their town or city if they disagreed with a policy of a local or municipal body?
  3. Find out if anyone in the class has had a disagreement with a local or municipal decision. What did they do about it?
  4. Introduce the word “participate”. Ask learners to explain how they can participate in a democratic society and government (e.g. voting, running for election, writing letters, petitions, demonstrating). Find out if anyone in the class participates in any of these ways and how they do it. If no one does, ask them to explain why they don’t. (Note: this should be a non-threatening question.)
  5. Ask the class what would happen if people left all decision-making to elected officials. Look for a transition from generalizing about the incident in the news item to discussing the value of participation in a democratic society.

- Outcomes:**
- Learning to tolerate others’ opinions
  - Examining the value of participation in local issues
  - Knowing how to express agreement or disagreement
  - Practising organizing thoughts to support opinions

**Time frame:** 20 minutes

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**Comments:** The instructor, by using the example of the senior citizens and their fight to keep the bus route, can help learners understand the importance of all citizens participating in a democracy.

The class can be asked to identify ways in which people participate (for example, everyone pays taxes, which is a form of participation).

Learners are invited to identify some issue or situation where they may have disagreed with a local government decision. To clarify this, suggest something like the restriction of parking on a residential street or limiting garbage collection.

If there are strong enough issues, the class could be encouraged to research the issue, to write a letter to someone responsible for it, or to invite a person to speak to the class on the problem. Learners could develop questions to ask the visitor. They could also prepare a flyer announcing the visit and use this to invite other learners to attend the session.

The publication, *Government in Canada*, is particularly useful for explaining how the various levels of government touch the everyday lives of people. (See Appendix C.)

## C2

## Giving and refusing invitations to meetings

**Tool:** Reference to the meeting in the news item

**Grouping:** Whole class, then pairs

**Process:** 1. Have class discuss what is needed for a meeting, e.g. reasons for it, time, location. Use your class meeting as an example.

2. Ask learners to make up a hypothetical flyer for the senior citizens' meeting, describing what, why, when and where it will take place. Or make up a real flyer inviting other classes to hear a guest speaker.

3. Discuss how invitations are made (over the telephone, in person, by letter/card, etc.) and the typical language involved, giving examples such as:

### *Acceptance*

A: "Hello." [greeting]  
 B: "This is..." [identifies self]  
 B: "I'm calling to tell you about..."  
 [gives reason for calling]  
 B: Invites A to attend meeting.  
 A: [Accepts invitation]  
 "I'd love to go."  
 "I'd like to come very much."  
 "Sure, that sounds interesting."

### *Refusal*

A: "Thanks for asking, but..."  
 "I wish I could, but..."  
 "I'd like to, but..."

4. Have learners suggest reasons for refusing the invitation (e.g. other plans, too much to do, birthday party, on vacation or the person doesn't think the meeting will achieve a solution.)

5. Have learners work in pairs to practise telephoning each other to come to the senior citizens' meeting. Use the dialogues above as a guideline.

6. Persuasion: brainstorm with the class on ways to encourage someone to participate in a meeting.

Give the learners some suggestions to help them try to persuade someone to come to a meeting: by working together people can bring about change; other plans can be changed; the person could support the purpose of the meeting in other ways (e.g. by making some telephone calls); other meetings on similar issues have been successful; etc.



# C2

- Outcomes:**
- Introducing the mechanics and vocabulary of meetings
  - Practising structure and vocabulary for extending, accepting and refusing invitations
  - Finding out about other ways to participate

**Time frame:** 30 minutes

**Comments:** In this activity, learners deal with the details of advertising a meeting and inviting people to attend. Look at the list of types of meetings that were suggested in Activity B1 and point out which ones were for the purpose of discussing public affairs. Ask the learners if they can think of any other time they have participated in meetings or rallies concerning a particular community interest.

This can also be the time to teach other elements of a meeting, such as “agenda”, “chairperson”, “come to order” and “minutes”. This would offer an opportunity to stage a mock meeting, having the class choose a chairperson, draw up an agenda, and select someone to write minutes of the meeting.

In this activity, the class practices giving and refusing invitations to a meeting. (For more information, see *Welcome to Canadian English, Part 2. Appendix C.*)

List on the board, or on chart paper, the reasons suggested by learners for attending a meeting or declining the invitation. Keep these handy for the next activity, when they will be used in a chain role play.

This exercise gives learners the opportunity to learn persuasion skills. As well, they can explore other ways that people can participate other than by attending meetings. Make a list of these on the board, under the heading “Different ways to participate.”

The following ideas will help learners who do not have much experience in this area:

- making telephone calls to get others to come to the meeting
- babysitting children of people who want to attend the meeting
- helping with mailing or distributing flyers
- helping pay for refreshments or photocopying
- helping to prepare the room before the meeting or cleaning up afterwards
- helping with a survey or other research on the issue.

# C3

## Extending and refusing invitations Persuading

**Tool:** Lists of reasons to attend a meeting and reasons to refuse (from previous activity)

**Grouping:** Chain role-play

- Process:**
1. Ask one student to invite the person next to her or him to attend a meeting about the cancellation of a bus route.
  2. Have this person refuse, giving a reason.
  3. Have the next student give a reason why this person should attend (persuasion).
  4. This student (#3) then invites the person next to her or him to attend the meeting.
  5. Continue until all the students have had a chance to participate.

*Example:*

Learner 1: "Can you come to a meeting tonight about our bus route being cancelled?"

Learner 2: "Thanks for asking, but I really don't use the bus that much."

Learner 3: "But most of your neighbours use it every day and they would like your support."

Learner 3: (turns to person on the other side) – "Can you come to a meeting tonight about the bus route being cancelled?"

Learner 4: "I wish I could, but I can't leave the kids at home alone at night."

Learner 5: "Maybe my daughter can stay with them."

Learner 5: "Can you come to a meeting...?"

- Outcomes:**
- Learning how to express opinions, give reasons to support them and elicit opinions from others
  - Understanding how to get people together to discuss an issue
  - Practising extending and refusing invitations

**Time frame:** 20 minutes

---

**Comments:** Chain role-play: each person in the class has an opportunity to practice extending an invitation and then either refusing or accepting it. They also learn how to try and persuade someone to come to the meeting and to suggest alternatives, such as the person performing some other activity in order to help.

Large classes can be divided into several groups or into groups of three learners.

Instructors may wish to distinguish between formal and informal invitations and refusals. (The “Dialogues with Choices” in *Welcome to Canadian English, Part 2*, page 187, is helpful for this.)

At the end, a class discussion can be useful about why people should participate in Canadian society and the different ways they can do this.

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## Practice in Lesson Planning

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The following news articles appeared in *The Ontario Times*. They are simplified versions of actual news events as reported in a number of daily newspapers.

Choose one of the articles in accordance with the interests of your learners. Based on that article, prepare an outline of a lesson plan including a brief description of each of the activities.

The Sample Lesson Plan can serve as a guideline which you may modify to suit the abilities of your learners, or you may choose to select only some of the most relevant activities. Be sure to incorporate your own ideas as well.

If you are taking part in a Citizenship Education training program, be prepared to discuss your lesson plan and its rationale with other participants in the program.



## Cleaning women win equal pay for equal work



*The Toronto Star*

A group of cleaning women recently won a 2-year fight to get equal pay for equal work.

The 325 women are part-time cleaners with the Peel Board of Education. They were getting less pay than men for the same kind of work.

The women said this was sex discrimination. Their union complained to the Ontario Human Rights Commission.

The Commission helped the women's union and their employer to negotiate a settlement.

The settlement gave the

women a pay increase from \$6.63 an hour to \$9.94 an hour. This is the same as the starting wage for full-time male cleaners.

The women will get the same benefits, seniority and security as men who do the same kind of work. They will also get training programs. The training will give the women the same chance for promotion as the men.

Many people said this settlement was very important. It was a step towards equality in the workplace for all women.

## Fathers to benefit from UI changes

John McInnis, 39, is a single parent. His wife, Loretta, died of a brain tumour when she was eight months pregnant. She was brain-dead, but doctors kept her body alive with life-support machines until they could deliver her child. A month later they delivered a baby girl.

John McInnis had to take care of his daughter after she was born. He took a leave of absence from his job as a truck driver in Kitchener.

He applied for maternity benefits under the unemployment insurance (UI) program. But his application was refused. The benefits were only available to women.

McInnis couldn't get regular UI benefits either because he wasn't available for work. He had to go on welfare.

McInnis felt the UI laws were not fair. They discriminated against fathers. He complained to the Human Rights Commission. He also complained directly to federal Minister of Employment and Immigration, Benoit Bouchard.

A community group helped McInnis make his



*Canapress Photo*

complaints.

Minister Bouchard met with McInnis. The next day, Bouchard announced that the UI laws would be changed. Widowed fathers and men whose wives are disabled would be able to get UI paternity benefits.

McInnis was very relieved and happy about these changes.

### UI MATERNITY BENEFITS

The unemployment insurance program gives women 15 weeks off work with maternity benefits. The

**Single parent, John McGinnis takes care of his daughter, Loretta. McGinnis is the first man in Canada to get maternity benefits from the UI program.**

benefits are 60 percent of their pay, up to a maximum of \$318 a week. To be eligible for these benefits, women must have worked 20 weeks in the year before the date of their application for benefits.

Maternity leave benefits are also available to a mother or father who adopts a child.

## Seniors win reprieve for bus route



*The Toronto Star*

A crowd of angry and eloquent seniors convinced the Toronto Transit Commission (TTC) to change its mind.

The TTC was going to cancel a Yonge Street bus because it was losing money. The bus runs from St. Clair Avenue to Front Street.

Many elderly people depend on that bus. They were very upset. A group of residents went to a TTC meeting. They pleaded with the commissioners to keep the service.

They said that many seniors are unable to walk the

distance to subway stations. Others cannot manage stairs. Several speakers said that the TTC should not think only of economic reasons. Many said the bus is a vital link for them and it gives them independence.

One woman asked the commissioners: "Does your mother know what you are doing?"

The commissioners voted unanimously to continue the bus service for another six months. During that time, they will try to get the city or other groups to help pay for the service.

### Handout #3

Cut the following dialogue into strips and ask learners to put them into sequence to match the sequence of action in the news story.

-----  
**What's this?**

(At the bus stop – looking at a sign.)  
 -----

-----  
**It looks as if we'll lose our bus.**

(At the bus stop.)  
 -----

-----  
**I think we should do something about it.**

(At the bus stop.)  
 -----

-----  
**I'm calling to ask you to come to a meeting at the TTC.**

(On the telephone.)  
 -----

-----  
**Sure. I'll contact George and ask him to come too.**

(On the telephone.)  
 -----

-----  
**It's important that we all work together.**

(Outside the TTC building.)  
 -----

-----  
**This bus route is important to us.**

**For one thing, it helps us to be independent.**

(At the meeting.)  
 -----

-----  
**But maintaining this route is expensive.**

(At the meeting.)  
 -----

-----  
**Young man, I'm sure your mother didn't bring  
 you up to treat elderly people so badly.**

(At the meeting.)  
 -----

-----  
**Let's take a vote on the matter. Those in favour of keeping  
 the bus for another six months, please raise their hands.**

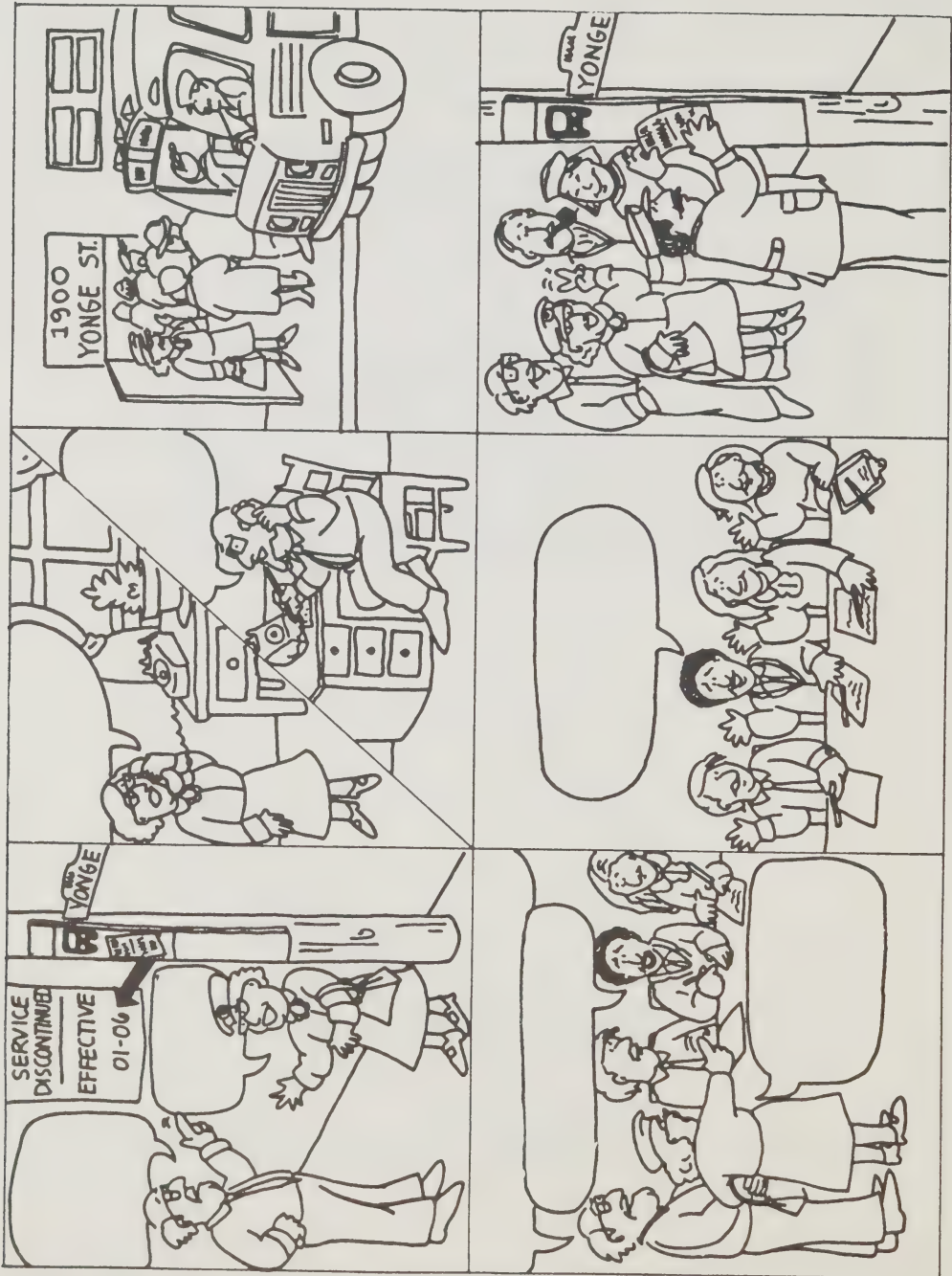
(At the meeting.)  
 -----

-----  
**The vote is carried.**

(At the meeting.)  
 -----

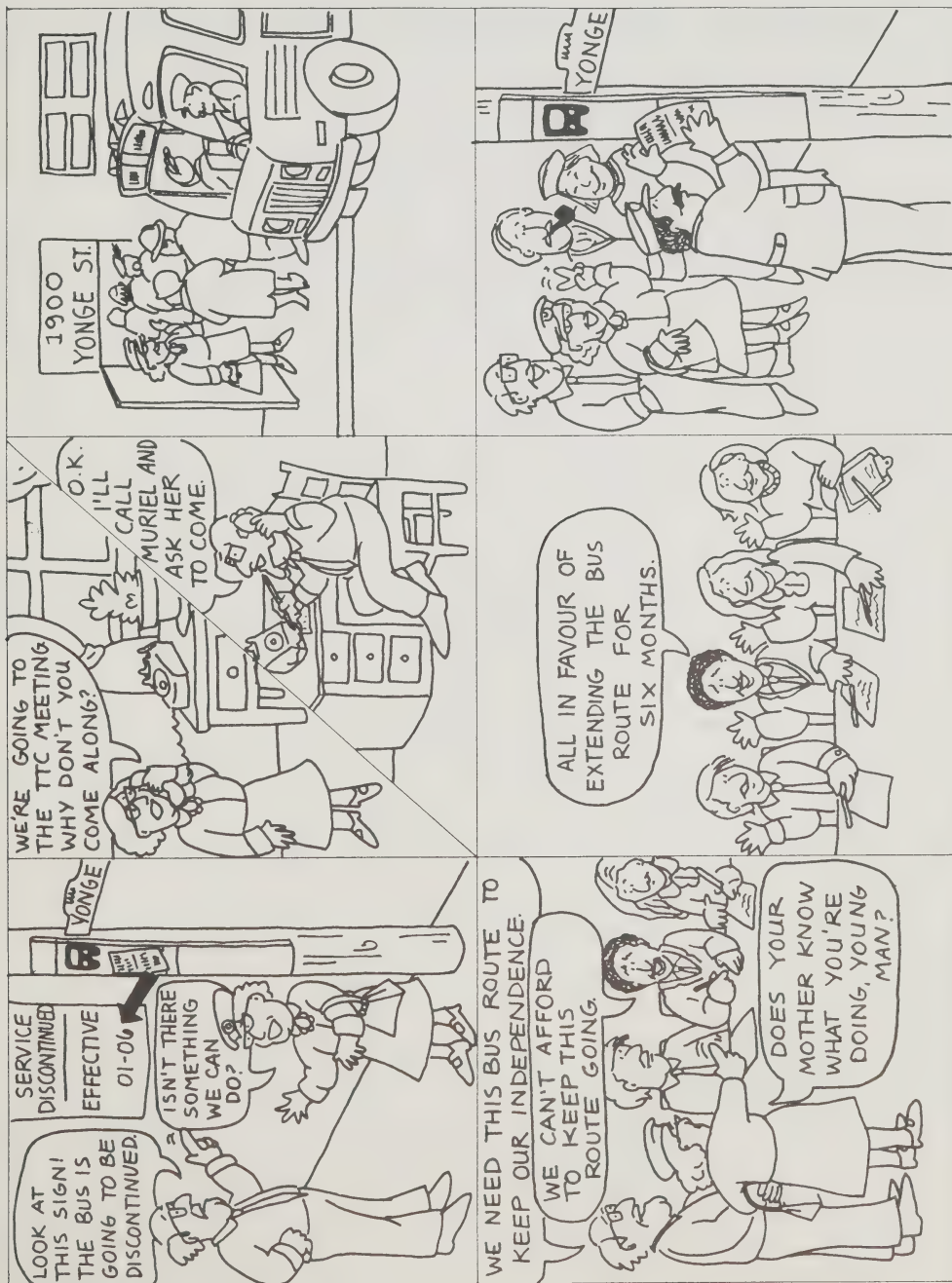


## Handout #4





## Handout #5



# Appendices

**Appendix A** More information about codes and how to use them is available in Nina Wallerstein's *Language and Culture in Conflict: Problem-posing in the ESL Classroom*. Addison-Wesley, 1983.

A good reference on teaching and understanding reading (with a discussion on prediction) is in Chapter 4 of *Teaching English as a Second Language to Adults: Methodology*, published by the Ministry of Citizenship (TESL TALK Special Edition, Volume 14, Winter/Spring, 1983.)

*A Teacher's Guide: Welcome to Canadian English, Part 1 and 2*, Lillian Butovsky, Esther Podoliak. Ministry of Citizenship, 1985. See page 27 for ways to use a survey as a way of teaching a grammar point. In the case given, the present perfect tense, each learner asks the others, "Have you ever used the bus?" and records the answers on a chart, writing in the name of the person asked and the answer.

Three variations on student surveys, (which can be adapted to the lesson on public transportation), are found in the publication *Government in Canada: Photostories and Essays for Students of English as a Second Language*. Jill Bell, Sidney Pratt. Ministry of Citizenship, 1986. See pages 14, 27, and 34-35.

**Appendix B** William Norris, quoted in the "Teaching Reading" section of the chapter on teaching reading in *Teaching English as a Second Language to Adults: Methodology*, TESL TALK, Volume 14, p.59, Winter/Spring, 1983, suggests a number of ways to explain new words in context, such as:

1. By definition – the word is defined or explained by the writer.
2. By experience – the meaning is illustrated from direct or indirect experience of the reader, i.e. the situation is familiar to the reader so he or she can imagine it.
3. By synonym – the same ideas are expressed by two or more different words or phrases, one of which may be familiar to the reader.
4. By comparison and contrast – the context compares the word with a familiar word or negatively, tells what it does not mean.
5. By summary – an idea or situation expressed in different ways is summed up in one word or expression.

**Appendix C** *Government in Canada : Photostories and Essays for Students of English as a Second Language*. Jill Bell, Sidney Pratt. Ministry of Citizenship, 1986.

*Welcome to Canadian English, Part 2*. Lillian Butovsky, Esther Podoliak. Ministry of Citizenship, 1985. Pages 190, 207 and 217 for "Speaking Activity with Choices".

# Evaluation

## **Towards Participation: A Sample Citizenship Lesson Plan**

We would appreciate your comments about the Sample Citizenship Lesson Plan. Please fill out this form and mail it to:

The Editor, Towards Participation  
Citizenship Development Branch  
5th Floor, 77 Bloor Street West  
Toronto, Ontario  
M7A 2R9

**1.** Describe the learners with whom you used the ideas and activities presented in the Sample Lesson Plan.

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**2.** Were the activities adaptable to their needs and abilities?

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**3.** Which activities or aspects of the Sample Lesson Plan were most useful?

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**4.** Do you feel your adaptation of this material has promoted greater participation?

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In what ways?

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**5.** What other kinds of Citizenship materials or training resources would be helpful to you?

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**6.** Additional comments:

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Ontario

Ministry of  
Citizenship

Gerry Phillips  
Minister